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ABSTRACT

In this evaluation report of the sixth year of operation of the Benjamin Franklin-Urban League Street Academy in New York City, it is recommended that the program be continued for the seventh year despite the poorer than expected student gains in all studied components and the sporadic student attendance pattern and high dropout rate. Students selected for the program were potential high school dropouts with educational deficiencies of two or more years in reading and in mathematics. Also, they had a record of failed courses, high absence, truancy and negative attitudes toward school and self. In addition to extensive tutoring, the program offered instruction in English, reading, writing, mathematics, Spanish, history, contemporary issues, chemistry, psychology, music (elective) and videotaping (elective). Detailed information on program staffing, operation, objectives and findings is reported in this evaluation. Appendices provide information on student personal data, teacher's evaluation reports on students, counselor's evaluations of students, student attendance and a student attitude questionnaire. (Author/PR)

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EVALUATION REPORT

Title I
#09-39614

BENJAMIN FRANKLIN STREET ACADEMY

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Final Evaluation Report for Period
September 1972 - June 1973

Prepared by
Seth F. Wohl

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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October 1973

UD017224

An evaluation of a New York City School District educational project funded under Title I of the E.S.E.A. of 1965 (P. L. 89-10) as performed for the Board of Education of the City of New York for the 1972-73 school year.

Anthony J. Polemeni, Ph. D., Director (Act.)

OFFICE OF EDUCATIONAL EVALUATION

City of New York

Title I: # 09 - 39614

BENJAMIN FRANKLIN STREET ACADEMY
1972 - 1973

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BENJAMIN FRANKLIN - URBAN LEAGUE STREET ACADEMY

A B S T R A C T O F T H E P R O J E C T

Program 6 Years Old

The sixth project year received $144,507. from Title I funding and unspecified New York Urban League support for rent and overhead in two storefront sites in East Harlem.

Student Body and Curriculum

The remedial but full academic program received 87 tested enrollees in Fall '72 and 52 for Spring term '73. The 5-day, 9 - 4 program offered English, Reading, Writing, Mathematics, Spanish, History, Contemporary Issues, Chemistry, Psychology, Music (elective) and Videotaping (elective), plus extensive tutoring.

Students were socioeconomically and educationally disadvantaged potential dropouts from Benjamin Franklin High School with a record of failed courses, high absence, truancy, and negative attitudes toward school and self.

S t a f f

Three administrator positions represented management with the evaluation liaison maintained through the position of Teacher-Coordinator, a tax levy licensed teaching position. Four licensed Board of Education teachers ran classes full-time supplemented by one class taught by youth "counselors" (streetworkers) or administrators. Seven (7) "counselors" out of 12 budgeted for functioned in parental visitation and community contact as well as in school tutoring and working with students' personal/societal problems. The student : staff ratio in classes and in "counselors" (School Neighborhood Workers) work approximated 15 : 1.

Goal and Objectives

The main purpose of the Street Academy is to serve selected potential dropouts from Benjamin Franklin High School with an alternative to the traditional school setting where small classes, an academy program focused on remediation to overcome severe educational deficiencies of two or more years in reading and in mathematics, and augmented individual attention with personal and family problems by streetworkers will enable participants to reduce deficiencies and ameliorate alienation toward self, education and work.

Expected outcomes include improvement in basic academic skills, credits toward high school diploma issued by the parent high school with return to the regular high school after one or two years, placement with an alternative Prep School to complete secondary studies, placement with other technical training oriented toward work skills, or referral to health and other community agencies.

The evaluation was performed on four (4) specific objectives:

1. Statistically significant growth in reading as pre-post-tested by the Advanced Stanford Achievement Test Battery.

2. Earning statistically significantly more credits toward diploma than the previous year in regular school by a 2-year comparative study of permanent record grades.

3. Statistically significantly reducing absence and truancy rate in a 2-year comparative study of permanent records (attendance improvement).

4. Increasing positive attitude toward school and themselves measured by attitudinal student survey questionnaire.

Findings

All project components were found to be in full operation. Discrepancies related to delayed funding leading to substituting a tax levy reading teacher for the funded position of Title I for a remedial reading specialist, and to a paucity of teaching materials was noted.

In reference to the four (4) specific objectives listed above, the findings were as follows:

1. Statistically significant improvement in reading achievement did occur, but growth was only 0.4 of a year instead of the expected 0.8 at a hoped for growth rate of 0.1 grade equivalent per month.

2. Twice as many credits were earned at Street Academy as in the previous regular high school year, but the average credits earned was just under a modest 5 points for the academic year.

3. Attendance improvement by absence reduction (15.4% over the regular school year before) was statistically significant, but the average absence was still a high 2½ months per enrollee.

4. The late evaluation start (March '73) prevented a pre-post-assessment of expected change toward greater positivity of attitude, so that the criterion for Objective #4 could not be assessed. Nonetheless, analysis of the 53-item Teaching & Learning Research Corporation's Student (Attitudinal) Questionnaire revealed predominantly positive attitudes toward the Street Academy and especially toward its dedicated staff. However, on the section on Self-image and Future Life Planning, this student body expressed as high or higher on negative attitudes toward themselves and their future hopes, as they had expressed toward the positive.

Conclusion & Summary

Technically, the criteria for the second and third of the first three (3) objectives (all of them hard data components) were met, so that it can be concluded that this program after 6 years is a fully viable one. However, poorer than expected gains in all studied components have been related to a still very high absence (sporadic attendance) pattern, high dropout rate. It is hypothesized that improved attendance = exposure to the curriculum should considerably improve performance.

Recommendations

Therefore, in addition to improving the learning environment and upgrading educational materials to the project, a strong call for some incentive or contingency reinforcing point system for radically improving attendance--limiting dropoutism, has been recommended.

The Office of Educational Evaluation (Bureau of Educational Research) strongly recommends the Benjamin Franklin Street Academy alternative project by recycled for its seventh (7th) year, 1973 - 74.

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Narrative Report
With Data

Title I: # 09 - 39615
for School Year 1972-73

A project evaluation final report for categorically aided education project.

BENJAMIN FRANKLIN STREET ACADEMY

An evaluation of a New York City Title I Program, in accordance with Public Law 89-10 (Elementary and Secondary Education, Act of 1965). Provisions of Education Law, Sub. II, Sect. 3602 and Title I Guidelines of the New York State Education Department and Title I Guidelines of the New York City Board of Education are adhered to in the performance of this evaluation.

I N T R O D U C T I O N & O V E R V I E W

1. History of the Project. First funded in November 1967, the Benjamin Franklin - Urban League Street Academy Project has completed its 6th year under Title I funding for its public support, and continues to receive some funding from New York Urban League for some staff positions. The definitive history of the street academy movement, the involvement of the Benjamin Franklin High School administration, the work of community organization and the sustaining financial support of First National City Bank are described by Guerriero (1968).[1]

2. Needs and Goal. The storefront setting provides a school experience that serves as alternative to the traditional school setting for students who have had unusual difficulty progressing in the conventional large urban metropolitan high school. The needs of students for augmented individual attention, assistance with personal and family problems, and small classes in a highly supportive atmosphere, has been identified as necessary to reduction of alienation and improvement of self-image. These in turn become the prerequisites for an academic program focused upon overcoming deficiencies in basic learning skills -- primarily in reading and mathematics. The goals of significant improvement in reading and other academic skills; improvement in self-image with either

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1. Guerriero, Michael A. The Benjamin Franklin High School - Urban League Street Academies Program. Center for Urban Education, N. Y. Nov. 1968. pp. 1-3 ff.

eventual return to the urban high school or graduation with diplomas, are maintained.

3. Street Academy Staff. Title I was to have funded one remedial reading teacher with three other full-time teachers making up the staff of four supported by tax levy as licensed teachers from Benjamin Franklin--the feeder high school. Private monies from New York Urban League funded a fifth teaching position in mathematics and an administrative assistant. A teacher-coordinator as administrator of the project was also a tax levy licensed teacher from the high school who only taught part-time in the academy's classes. In actual practice, Title I funds were not made available in fall 1972 so that a tax levy licensed teacher from Benjamin Franklin was employed at the Street Academy to teach English and reading. When funds became available in 1973, the administration rejected them as it would have required dismissing or displacing an acceptable adjusted teacher with loss of fringe benefits and retraining required of a new teacher.

A seven member streetworker staff was assigned to a split program of special guidance for student problems and part-time teaching, under State Urban Education funding, and bearing the title: School Neighborhood Workers. At the Street Academy, they were referred to as "Counselors." One position for school secretary (senior clerk) was also paid from State Urban Education sources for the Academy.

Figure 1 shows the personnel allocations to this project.

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Insert Figure 1
(See page 3)

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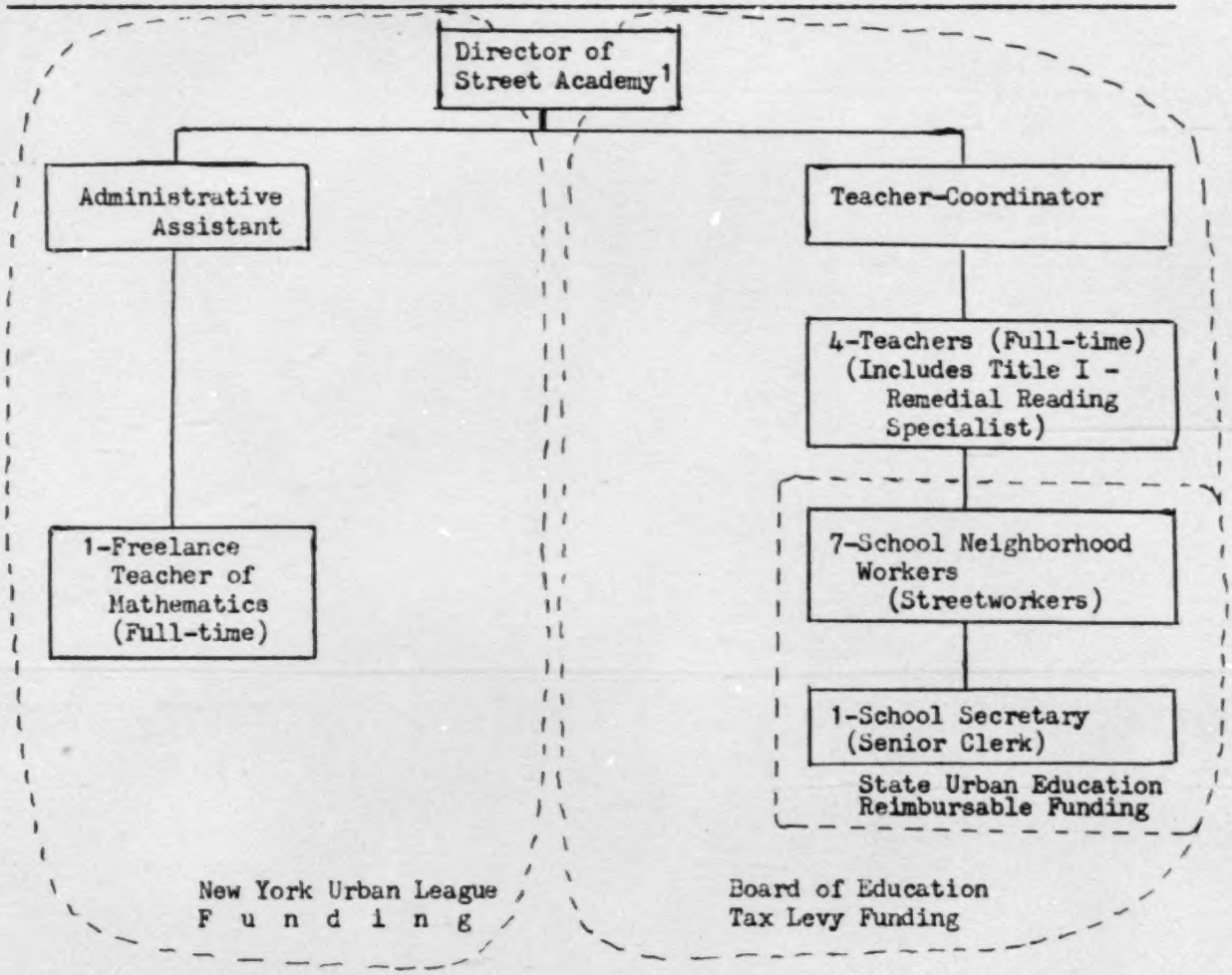
4. Program Activities. A full academic program is offered 5 days a week 9 A. M. to 4 P. M. for an approximately 90-student register, roughly equivalent to 9th and 10th grades in academic progress. Students are categorized into five (5) progress levels or groups from Group I -- lowest, according to the amount of remediation needed. This has caused to be set up 5-course tracks in scheduling (see Figure 2). There are two semesters in the 10-month academic school year,

Figure 1

STAFF ALLOCATION AT
BENJAMIN FRANKLIN STREET ACADEMY

School Year 1972 - 73


Director of Street Academy[1]
Administrative Assistant
Teacher-Coordinator
4-Teachers (Full-time) (Includes Title I - Remedial Reading Specialist)
1-Freelance Teacher of Mathematics (Full-time)
7-School Neighborhood Workers (Streetworkers)
1-School Secretary (Senior Clerk)
State Urban Education Reimbursable Funding
New York Urban League F u n d i n g
Board of Education Tax Levy Funding

[1] The Director reports to the Principal at Benjamin Franklin High School.

equivalent to that at the feeder high school. Subjects offered are: English, Reading, Writing, Mathematics, Spanish, History, Contemporary Issues, Chemistry and Psychology. Elective Music and a Video class are available. Tutoring periods are a permanent feature of the program. Other specialized subject needs are provided at Benjamin Franklin High School — a five minute walk from the Street Academy. Lack of instructional materials is a continuous problem, especially audio-visual materials and innovative materials. The port-a-pak equipment in use for the Video class is the personal property of the two instructors involved in that course. Credit accumulation toward graduation is recorded in Cumulative (Permanent) Record Card folders maintained at the feeder high school, and diplomas are awarded under certification by Benjamin Franklin High School.

Figure 2 displays the Spring 1973 program at Benjamin Franklin Street Academy.

- - - - - - - - - - - - - -

Insert Figure 2
(See Page 5)

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A. CHARACTERISTICS OF THE POPULATION SERVED

As described in the original proposal, approximately 90 student-participants who are economically and educationally disadvantaged with poor academic records, high absence or truancy with poor school adjustment, are recommended by School Neighborhood Workers, guidance counselors, teachers and administrators. Students may also apply under self-referral. Acceptance is based on demonstrated need for remediation and inability to maintain themselves in the conventional metropolitan high school setting.

Student : teacher ratio in the instructional setting varies around 15 : 1. Tutoring is performed by teachers and School Neighborhood Workers, the latter of whom make home visitations and may refer students to health and other community agencies.

Figure 2

BENJAMIN FRANKLIN STREET ACADEMY SCHEDULE - SPRING SEMESTER February 5th - June 15th, 1973

Time T	Group I	Group II	Group III	Group IV	Group V
9-9:55	Reading	English	Mathematics	Mathematics (upper level)	History
10-10:55	Mathematics (doubled	Mathematics period)	Reading	English	English
11-11:55	Mathematics		Writing	History	Math M-Th / Music Fri.
12-12:55	L	U	N	C	H
1- 1:55	English	Reading	English	Chemistry	Chemistry
2- 2:55	Contemporary	Issues	History	Reading	Writing
3- 3:55	Tutoring		Psychology M-W / Music Tu-Th	Writing	Spanish

4 - 6 P.M. Tu-Th. Video Class -- Open to Groups I - V

4 - 6 P.M. M-W-F. Additional Tutoring Groups

In actual practice, instead of the estimated 90 students between the ages 16 and 21 to be served by the Academy for school year September 1972 - June 1973, the actual number served was 139. The following breakdown of these 139 participants by semester and by numbers present at post-testing from pre-testing time gives the yield for hard data in reading and mathematics for the funded component to the State Education Department:

	1st Semester	2nd Semester	T o t a l
Pre-test N =	87	52	139
Post-test N =	22	11	33

Less than one-fourth of the entering enrollees were present for post-testing.

B. CROSS REFERENCE TO OTHER PROGRAMS

The program is somewhat similar to that of the George Washington Urban High School Academy, and also bears some points of common reference to Lower East Side Prep and to Harambee Prep. The points of common reference with these alternative high school projects is the presence of a small, modified school setting, completely separate and off-campus from any parental or cooperating high school for usually less than 100 students belonging to minority groups who are educationally disadvantaged, socially alienated from the mainstream of U. S. life, and identified as actual or potential school dropouts. The staff of many of these physically separate alternative high school projects includes so-called "streetworkers," "community liaison workers" or "school neighborhood workers" who perform important guidance functions with student personal problems outside the classroom, linking the academic program to the students' homes and to community agencies.

C. STATEMENT OF OBJECTIVES

Same as in the original proposal and reiterated in the Evaluation Design of December 1972, prepared by the Bureau of Educational Research:

Program Objectives.

In its sixth year, the recycled project has been trimmed to four measurable program objectives:

1. Student-participants will demonstrate statistically significant gains in reading.

2. Student participants will earn statistically significantly greater number of credits toward graduation as compared to their preceding year of credits earned in regular high school.

3. Student-participants will show statistically significant differences in attendance during the program year over that shown during their preceding year in regular high school.

4. Students exposed to the program will relate more positively to the school setting and toward themselves.

Evaluation Objectives with Modifications. (Coded to Above Program Objectives)

1. To determine whether students in reading remediation are making significant gains in reading skill, modified to include also major subject areas.

   a. Subjects: Students attending remedial reading classes for a minimum of 5 months (one semester) by post-test time.

   b. Methods: Pre- and post-test administration of alternate forms of the Stanford Achievement Test, Advanced Battery (complete) by Truman Kelly et al, Harcourt, Brace & World (1964), Forms W and X, and consisting of 8 subtests, 32 pp. This modifies the Metropolitan Achievement Test in Reading called for in the design, but is consonant with the use of the same Stanford Battery in use the preceding year.

   c. Analysis: The aggregate number of student months in remediation were compared to the aggregate number of months gained. The averages of these two variables were tested for significance using a correlated t-test (1 mo. gain per 1 mo. of instruction).

d. Schedule: Pre-testing was administered in the first week upon entry into the remedial program in September 1972 or in February 1973. Post-testing was given upon completion of the program year after May 1973 for both September and February entrants, thus creating two treatment classes: "full year" and "half-year" remediation groups. This objective was modified to include the total Street Academy population, regardless of assignment to any particular program of reading course remediation.

2. To determine whether the program has carryover to the participants' academic work.

a. Subjects: Modified to include all students involved in the program for one semester (5 months) or longer instead of the originally stated 3 months.

b. Methods: Permanent records were consulted for final subject grades listed as credits toward graduation in June 1972 and by June 1973 for this program year. This objective was modified to list entries by number of whole (Carnegie Unit) credits earned rather than as proportion to the course load for each of the two years. The use of a supervising clerk was also eliminated.

c. Analysis: The data were tested by application of the correlated t-test. Statistical significance was determined to be the criterion of effectiveness of outcome.

3. To determine whether the program contributes to improved attendance patterns.

a. Subjects: The total Street Academy population.

b. Methods: Data were gathered from permanent files. Absenteeism as recorded cumulatively by the end of the project year 1972-73 was compared with absenteeism in the preceding regular school year 1971-72 for students whose records were available on a longitudinal basis, student by student for the two years.

c. Analysis: Absence rate was determined as the proportion of aggregate days absent per student ÷ total number of attendance days in the school year. The proportions on a student-by-student matched sample basis were tested for statistical significance by applying a correlated t-test. Statistical significance was determined to be the criterion of effectiveness of outcome.

4. To assess whether participants form or maintain positive regard for themselves and school.

a. Subjects: The total Street Academy population, modified from only those engaged in counselling for personal problems with the school neighborhood workers (streetworkers) on staff.

b. Methods: The late start in the evaluation, March 1973, led to abandonment of the Design requirement for development of a rating scale of attitudes to be given all the students to be developed cooperatively with the Project Coordinator, and to be administered at either end of the project year as a pre- post-program instrument to assess changes in attitude. Instead, the 53-item Student Questionnaire in use at the Street Academy from Teaching and Learning Research Corporation plus 3 Open-ended or essay questions, also from TLRC, were duplicated and administered to the students as a single end-year survey of where they stood attitudinally at the end of the program year.

c. Analysis: Percentages of response were tallied in summary form from students grouped according to equivalent progress grade and sex. Essay questions were grouped according to types of statements for summarization. Differences in proportion was abandoned as a means of analysis, because of the single administration of the instrument, as a modification in the original Design.

5. Added Implementation Objective. The purpose of this added objective to the evaluation objectives will be to see if the various facets of the program have been implemented. This objective was performed by observational (on-site) analysis. The Design requirement of conducting interviews and administering questionnaires to key personnel was modified to include group interviews of teaching and of streetworker staff. In addition, no questionnaires were administered to any of the project administrators, teaching or streetworker staff. Rather, all information was obtained by interview and observational analysis.

D. E V A L U A T I O N R E S U L T S
(F I N D I N G S)

Findings for
Eval. Obj. #1. Standardized Achievement in Reading and Major Subject Areas.

The Stanford Achievement Battery was administered in the Fall of 1972 to 87 entrants, to 52 new mid-year entrants in February 1973, and to all those remaining for post-test in June 1973. Turnover of students in mid-year, losses of those not completing post-test administration and other reductions, cut the number of matched samples to just over 20 for full-year students, and to just over 10 for half-year students. The statistical analysis was performed as simple analysis of variance as change with time in instruction, and as historical regression formula with correlated t-test for 4 subject areas -- reading, mathematics, social studies and science. (See also Section A, page 6 for listing of attrition of student number to less than one-fourth by time of post-testing in June 1973).

Table 1 summarizes the results from reading achievement testing by pre-post-test scores and by historical regression method (predicted post-test compared with actual post-test scores).

- - - - - - - - - - - -

Insert Table 1
(See Page 11)

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Table 1

READING ACHIEVEMENT BY ADVANCED STANFORD ACHIEVEMENT TESTING

	N	Pre-Test Means (as Grade Equivalents)	Predicted Post-Test (Historical Regression Method) (Gr. Equiv.)	N	Actual Post-Test Means (as Grade Equivalents)	t-Values	Significance* or No Sig. Diff.
Full-Year (2-Semester) Students	87	7.2		22	7.6	3.4592	* $p \leq .01$
	↓	→	7.8	↓	7.6	- 1.4435	n. s. d.
Half-Year (1-Semester) Students	52	6.3		11	6.6	1.2384	n. s. d.
	↓	→	6.6	↓	6.6	0.1193*	n. s. d.

* Small t value = 0.1193, based upon predicted post-test of 6.6 and actual post-test of 6.6 are only average grade equivalent values for 11 pairs of data that show a mean or average variance of $s^2 = 0.54$.

Significance is shown in Table 1 only for the traditional treatment pre-to-post-test for an inadequately small sample of 22 students in a full year program. Statistical significance obtained should be tempered, however, by remembering that hypothetical or expected growth in reading of 0.1 year grade equivalent for every month of instruction would put the average post-test score for this group above grade equivalent = 8.0, rather than the 7.6 actually obtained. Even more limiting of the attainment of criterion for Evaluation Objective #1 is the application of the Historical Regression Method which yields an expected post-test value of grade equivalent 7.8, higher than the actual post-test mean score of 7.6. The resulting negative t-value = -1.4435 means no significant difference in reading changes for full year students.

Tables 2 and 3 summarize all data from sub-test groups on the Advanced Stanford Achievement Test Battery, as submitted to the New York State Education Department on Mailed Information Forms (M. I. R.'s) #45A and #45B, respectively.

Insert Table 2
(See page 13)

Insert Table 3
(See page 14)

Table 2 summarizing all subtest groups in 4 subject areas: reading, mathematics, social studies and science, presents the correlated t-test analysis. It reveals that significance was shown only for reading comprehension and science for about 20 students in full year pre-to-post-testing. No significant difference was shown for all one-semester students and for 6 out of 8 sub-test groups.

When, as shown in Table 3, the same pre-test data of Table 2 were recomputed by means of the Historical Regression Method (required by the New York State Education Department), the slight changes lacked positive significance for all 8 sub-test groups, and, in fact were negative with respect to predicted post-test scores in 5 out of 8 sub-groups shown in Table 3.

In summary, no significant gains in achievement in 4 major subject areas were found in standardized achievement testing by Historical Regression Design, pre-to-post-test. Even where significance in absolute gains was shown for those in reading and science for a full school year, it lacked the minimum expected 0.8 of a

Table 2

45A. Standardized Test Results — BENJAMIN FRANKLIN - URBAN LEAGUE STREET ACADEMY

(for Treatment x Control or Covariance Design)

In the table below, please enter the requested information about the tests used to evaluate the effectiveness of major project component/activities in achieving desired objectives. If there was only one testing period report the mean scores (grade equivalents) in the column "actual posttest." Attach additional sheets if necessary. Before completing this question, read all footnotes.

CODE:
* = Statistically Signif. Diff.
n.s.d. = no significant difference

Component Code	Activity Code	Objective Code	Test Used (MAT, CAT, etc.)	Form	Level	Total N 1/	2/ Group ID	Sample Size	Sample Y 3/	Sample N 3/	Pretest Date	Pretest Mean 4/	Actual Posttest Date	Actual Posttest Mean 4/	Statistical Data † 5/ df	Stat Test Used	Stat Test Obtained Value 6/	Specify Level of Significance Obtained (e.g. p≤.05; ≤.01
60819	710	801	Stanford Achievement	W & X	Advanced	87	Full Yr Treatment	22	✓		9/72	7.2	6/73	7.6	21	t =	3.4592	* p≤.01
60919	711		Reading			139	Half-Yr Treatment	11	✓		2/73	6.3	6/73	6.6	10	t =	1.2384	n.s.d.
			Stanford Achievement Mathematics			139	Full Yr Treatment	21	✓		9/72	6.1	6/73	6.6	20	t =	2.0055	n.s.d.
							Half-Yr Treatment	10	✓		2/73	6.4	6/73	6.1	9	t =	-0.6581	n.s.d.
			Stanford Achievement Social Studies ††			139	Full Yr Treatment	21	✓		9/72	7.2	6/73	7.0	20	t =	-0.6302	n.s.d.
							Half-Yr Treatment	9	✓		2/73	6.4	6/73	6.1	8	t =	-0.6957	n.s.d.
			Stanford Achievement Science ††			139	Full Yr Treatment	21	✓		9/72	6.2	6/73	6.9	20	t =	2.5742	* p≤.05
							Half-Yr Treatment	9	✓		2/73	6.5	6/73	6.4	8	t =	-0.1573	n.s.d.

†† No Social Studies or Science Courses Given for 3 out of 5 class groups.

1/ Total N (total number). Indicate the total number of participants in the component.

2/ Group I.D. (group identification). Indicate group, e.g. grade 5; grade 3 control; grade 3 treatment (a control group consists of students selected at the same time that treatment participants were selected and who essentially have the same characteristics as the treatment group. The control group does not take part in the compensatory activity, whereas the treatment group does.)

3/ Y/N (yes/no) Is sample representative of universe? Check Y (yes) or N (no).

4/ Mean. Use grade equivalents unless unavailable from publisher's norms. Specify type of mean used.

5/ d.f. (degrees of freedom). Indicate degrees of freedom used in analysis.

6/ Test used and value (e.g., t=3.85, F=4.17, etc.). Scores for the same individuals should be included in pre and posttest calculations.

† The Project Coordinator wishes to point out that the student population in this program represents a group that has shown no growth in reading or mathematics scores in standardized testing over a period of several previous school years, and has come to Street Academy from lengthy periods of dropoutism, truancy and loss of habits of study.

Table 3

Title I:
#09-39614
School Yr. 1972-73

45B. Standardized Test Results BENJAMIN FRANKLIN - URBAN LEAGUE STREET ACADEMY
(for Historical Regression Design)

In the table below, please enter the requested information about the tests used to evaluate the effectiveness of major project components/activities in achieving desired objectives. Attach additional sheets if necessary. Before completing this question, read all footnotes.

CODE: * = Statistically Signif. Diff.
n.s.d. = no significant difference

Component Code	Activity Code	Objective Code	Test Used (MAT, CAT, etc.)	Form	Level	Total N 1/	2/ Group ID	Sample Size	Sample 3/ Y	Sample 3/ N	Pretest Date	Pretest 4/ Mean	5/ Predicted Posttest Mean 4/	Actual Posttest Date	Actual Posttest 4/ Mean	Statistical Data 6/ ++ 7/ df	Stat Test Used	Stat Test Obtained Value	Specify Level of Significance Obtained (e.g. p≤.05; ≤.01
60819 60919	710 711	801	STANFD. ACHIEVEMENT TEST BATTERY READING	W-X	Advanced	139	FULL YR TREATMT	22	✓		9/72	7.2	7.8	6/73	7.6	21	t	t=-1.4435	n.s.d.
			READING				HALF-YR TREATMT	11	✓		2/73	6.3	6.6	6/73	6.6	10	t	t=+0.1193	n.s.d.
			MATH				FULL YR TREATMT	21	✓		9/72	6.1	6.7	6/73	6.6	20	t	t=-0.0887	n.s.d.
			MATH				HALF-YR TREATMT	10	✓		2/73	6.4	6.6	6/73	6.1	9	t	t=-1.0015	n.s.d.
			SOCIAL ST.				FULL YR TREATMT	21	✓		9/72	7.2	7.8	6/73	7.0	20	t	t=-2.3780	* NEGATIVELY Significant p≤.05
			SOCIAL ST.				HALF-YR TREATMT	9	✓		2/73	6.4	6.6	6/73	6.1	8	t	t=-1.2663	n.s.d.
			SCIENCE				FULL YR TREATMT	21	✓		9/72	6.2	6.6	6/73	6.9	20	t	t=10.7200	n.s.d.
			SCIENCE				HALF-YR TREATMT	9	✓		2/73	6.5	6.8	6/73	6.4	8	t	t=+0.6897	n.s.d.

1/ Total N (total number). Indicate the total number of participants in the component.

2/ Group I.D. (group identification). Indicate group, e.g. grade 5; grade 3 control; grade 3 treatment (a control group consists of students selected at the same time that treatment participants were selected and who essentially have the same characteristics as the treatment group. The control group does not take part in the compensatory activity, whereas the treatment group does.)

3/ Y/N (yes/no) Is sample representative of universe? Check Y (yes) or N (no).

4/ Mean. Use grade equivalents unless unavailable from publisher's norms. Specify type of mean used.

5/ Predicted posttest. Use only for correlated samples using "historical" regression procedure.

6/ Statistical data. Use test of significance for actual posttest v. predicted posttest where correlated samples are used.

7/ d.f. (degrees of freedom). Indicate degrees of freedom used in analysis.

8/ Test used and value (e.g., t=3.85, F=4.17, etc.). Scores for the same individuals should be included in pre and posttest calculations.

++ The Program Evaluator wishes to challenge the validity of a predictive score (The Rhode Island - Historical Regression Design) for this type of a population on normed specialized subject area testing, based on a linear annual increment without change through adolescence.

year of change. It can be unequivocally stated then, that for Evaluation Objective #1, the criterion was not met.

Findings for
Eval. Obj. #2. Credits Earned Toward Graduation.

A two-year longitudinal study of absolute value of standard Carnegie Unit credits earned, based on half-year courses passed (Report Card grade = 65% or above) was made. Credits earned successfully at the Street Academy in two full semesters for School Year 1972-73 has been compared with credit units earned in the preceding full year in regular high school.

Table 4 presents the comparative two-year data matched to sample student-by-student for the two years. The population enrolled at the Academy for the full year, N = 87, constituted the study group. Of that group, only those for whom Report Card grades were entered into the Permanent Record Cards were studied, and for whom there was also positive entry for credits earned the preceding year in regular high school. Thus the matched sample population as shown below in the Table was only 40. Many of the other (42) students had dropped out, as evidenced by the absence of Report Card subject matter averages on record. Half-year (February 1973 entry) students, N = 52, were not made part of this study.

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Insert Table 4
(See Page 16)

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The results shown in Table 4 revealed almost twice as many credits were earned at Street Academy (4.7 C.U.) as at regular high school. Analysis of variance showed a t-test value highly significant at the 1% probability level. Since positive significance was the criterion for this objective, Evaluation Objective #2 has been fully met. The program at Street Academy does appear to have relative carryover to students' academic work.

Nonetheless, results were not as striking as desired administratively. With students registered for 5 or more courses each semester, the passing of less than

Table 4

TWO YEAR STUDY OF CREDITS EARNED BY STREET ACADEMY ENROLLEES

Student Group	School Year 1972-73 @ B.F. Street Acad. Academic (Carnegie) Units Earned[1]	School Year 1971-72 @ Regular H. S. Academic (Carnegie) Units Earned[1]	Computed and Tabular t-Values and Significance
N = 40	4.7 C.U.	2.5 C.U.	$t = 3.527^*$ $p \leq .01$; df=39

[1] Criterion for Academic Unit = Subject Passed with score $\geq$ 65%.

* Significant, statistically, where $t=3.527 > t_{.01}=2.704$ from stat. tables.

p Probability of such discrepancy of greater no. of credits earned at Street Academy being due to chance less than 1%.

Table 5

TWO YEAR STUDY OF ATTENDANCE IMPROVEMENT
AT BENJAMIN FRANKLIN STREET ACADEMY

Student Group	School Year 1972-1973 At Street Academy		School Year 1971-1972 At Regular High Sch.		Computed and Tabular t-Values and Significance
	Total Days Absent	Percent of Abs. /159 Dy.	Total Days Absent	Percent of Abs. /160 Dy.	
N = 32	58.2	36.6%	93.6	58.5%	$t = 3.6788^*$ $t_{tab.\ .01}=2.750$ $\therefore p \leq .01$; df = 31
Diff. Abs. (reduction) between '71-'72 & '72-'73.	- 35.4	- 21.9%			

* Significant at less than 1% level of probability that such a large difference in attendance between the two sets of data could be due to chance.

5 (4.7) credits means that students at the Street Academy were passing in less than half of their subjects. Four of the 40 students (10%) received 0 credits all year, and only 7 of the 40 (17½%) earned near or above the 90% level of credits taken (9 or more credits). Only two (2) had earned above 9 credits the preceding year, and 15 (37½%) had received 0 credits due to failure in all subjects. In fact, 0 credits had been the modal number in school year 1971-72 for the Street Academy population.

Findings for
Eval. Obj. #3. Improvement in Attendance.

A two-year longitudinal study of attendance patterns was made comparing the absence rate for the 1972-73 school year at Benjamin Franklin Street Academy with that of the previous year in regular high school 1971-72.

Table 5 presents the comparative two-year data matched to sample student-by-student for the two years. The population enrolled for the full year, N = 87, constituted the study group. Of that group, only those for whom attendance data were availably listed for entry on Permanent Record Cards, and for whom there was also positive entry record of number of days absence for the preceding year in regular high school. Thus the matched sample population from which the table is derived was only 32 students. Half-year (February 1973 entry) students, N = 52, were not made part of this study.

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Insert Table 5
(Return to
Page 16)

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The results shown in Table 5 indicate an absence reduction of 35.4 days in school year 1972-73 at the Street Academy (one and one-half months better attendance) equivalent to a 21.9% reduction in absence or correspondingly a 21.9% improvement in attendance over that of the preceding year 1971-72 at regular high school.

The correlated t-test used in the matched sample analysis of variance yielded a t-value of 3.68 which proved highly significant at the 99% confidence level that the above mentioned 21.9% reduction in absence of the same students from their year in regular high school to the 1972-73 school year in Street Academy was not due to chance.

As the criterion of statistical significance has been attained for this objective, Evaluation Objective #3 has been met. However, an average absence of 58.2 days (over 2½ months of a 10 month school year) was administratively not preferable if academic credits earned toward graduation were to be maximized . While the preceding regular high school year showed an absence rate over the half-way mark (5 school months), a level high enough to almost certainly ensure subject matter failure, the significant but modest improvement shown can be regarded as only a first step in the direction of academic success.

Findings for
Eval. Obj. #4. Students' Attitude Toward School and Themselves

Teaching & Learning Research Corporation's 53-item instrument used the previous year in assessing student attitude was obtained from the Academy administrators, reduplicated by the Bureau of Educational Research and administered in a one-time administration in April 1973 to determine the degree of positivity of attitude students held toward their current educational experiences and toward themselves as an index of alienation.[1]

The late evaluation date prevented a pre-post administration to show change in attitude as required in the original design. It is to be noted that these changes in the implementation of the original design were made under the constraints of the late started (Spring 1973) evaluation, but without any official permission of either

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[1] Title I Function No. 920 662. Edsel Erickson. Final Report of the Evaluation of the 1971-72 Benjamin Franklin-Urban League Street Academy. by: Teaching & Learning Research Corp. of Elmhurst, Queens, New York City. Table 4, p. 12 and Appendix B, p. 24. (It is to be noted that only 10 items of the questionnaire were reported out and printed in the Report, although the administration of the Academy informed this evaluation that the entire instr. was used).

the Bureau of Educational Research administration or the New York State Education Department.

Table 6 shows a summary of the degree of positivity according to the three subsections into which the instrument was divided. (The instrument was given three subheadings, but no wording was changed in any of the 53 items).

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Insert Table 6
(See pp. 20-22)

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The first subsection of the Student Attitudinal Questionnaire shown on Table 6 dealt with general aspects of students' self-image and attitude toward life planning. The summary tally is broken down into "agreement" or "disagreement" with each of the 18-items (See Appendix I, first page). Positivity has been adjudged somewhat arbitrarily as agreement with positively stated items or disagreement with negatively stated items, and vice versa for negativity in attitude.

Student self-image was practically evenly divided between positivity (38.5% of responses) and negativity (39.5% of responses) with 22% undecided for all 49 enrollees submitting completed questionnaires. Males were generally somewhat more in disagreement (negative in approach) to life's problems and quests, while females were generally somewhat more in agreement (positive in approach) to life's problems and quests. Generally also, there was some evidence of a gradient of responses from more positivity for lower (9th) graders and less negativity than for juniors and seniors where positivity ranked less frequently and negative (disagreement) attitudes tended to hold sway.

The second subsection of the Student Attitudinal Questionnaire shown on Table 6 dealt with students' attitudes toward school and education -- 26-items.

Overall results for the 49 respondents showed that positivity of responses (58.4%) was practically twice as much as negativity of responses (29.9%) with only 11.7% undecided. As had been noted earlier to be the case for the first subsection on self-image and future planning, females again tended more toward the positive than

Table 6

STUDENT ATTITUDE TOWARD SCHOOLING AND SELF - IMAGE

Subsection I: Self-Image and Future Life Planning -- 18 Items.

	Student No.	Sex	Grade	Items Tally (Agreement with Item Group)	% of Resp.[1]	Items Tally (Disagreement with Item Group)	% of Resp.	Items Tally (Undecided)	% of Resp.	Items x Stud. No.
	4	F	9th	45	62.5	16	22.2	11	15.3	72
	6	F	10th	49	45.4	36	33.3	23	21.3	108
	5	F	11th	31	34.4	38	42.2	21	23.3	90
	4	F	12th	19	26.4	34	47.2	19	26.4	72
Sub-Total	19	All F	All Gr.	144	42.1	124	36.3	74	21.6	342
	8	M	9th	55	38.2	51	35.4	38	26.4	144
	11	M	10th	71	35.9	76	38.4	51	25.8	198
	6	M	11th	36	33.3	54	50.0	18	16.7	108
	3	M	12th	25	46.3	25	46.3	4	7.4	54
Sub-Total	28	All M	All Gr.	187	37.1	206	40.9	111	22.0	504
Unclassified	2	-	—	9	25.0	18	50.0	9	25.0	36
Grand Total	49	M + F	All Gr.	340	38.5	348	39.5	194	22.0	882

[1] Percent of Response determined by Items Tally for each subgroup divided by total of items tally (Items x Student No. for each subgroup--last column).

Percentage total for each subgroup row adds across to 100.0%.

Table 6

STUDENT ATTITUDE TOWARD SCHOOLING AND SELF - IMAGE (Cont'd.)

Subsection II: Attitude Toward School and Education -- 26 Items.

	Student No.	Sex	Grade	Items Tally (Agreement with Item Group)	% of Resp.[1]	Items Tally (Disagreement with Item Group)	% of Resp.	Items Tally (Undecided)	% of Resp.	Items x Stud. No.
	4	F	9th	67	64.4	29	27.9	8	7.7	104
	6	F	10th	98	62.8	45	28.8	13	8.3	156
	5	F	11th	77	59.2	43	33.1	10	7.7	130
	4	F	12th	64	61.5	29	27.9	11	10.6	104
Sub-Total	19	All F	All Gr.	306	61.9	146	29.6	42	8.5	494
	8	M	9th	119	57.2	64	30.8	25	12.0	208
	11	M	10th	154	53.8	81	28.3	51	17.8	286
	6	M	11th	95	60.9	45	28.8	16	10.3	156
	3	M	12th	41	52.6	28	35.9	9	11.5	78
Sub-Total	28	All M	All Gr.	409	56.2	218	29.9	101	13.9	728
Unclassified	2	-	—	29	55.8	17	32.7	6	11.5	52
Grand Total	49	M + F	All Gr.	744	58.4	381	29.9	149	11.7	1,274

[1] Percent of Response determined by Items Tally for each subgroup divided by total of items tally (Items x Student No. for each subgroup--last column). Percentage total for each subgroup row adds across to 100.0%.

Table 6

STUDENT ATTITUDE TOWARD SCHOOLING AND SELF - IMAGE (Concl.)

Subsection III: Attitude Toward Teaching Staff -- 9 Items.

	Student No.	Sex	Grade	Items Tally (Agreement with Item Group)	% of Resp.[1]	Items Tally (Disagreement with Item Group)	% of Resp.	Items Tally (Undecided)	% of Resp.	Items x Stud. No.
	4	F	9th	25	69.4	9	25.0	2	5.6	36
	6	F	10th	38	70.4	12	22.2	4	7.4	54
	5	F	11th	36	80.0	9	20.0	0	0.0	45
	4	F	12th	27	75.0	8	22.2	1	2.8	36
Sub-Total	19	All F	All Gr.	126	73.7	38	22.2	7	4.1	171
	8	M	9th	54	75.0	8	11.1	10	13.9	72
	11	M	10th	65	65.7	17	17.2	17	17.2	99
	6	M	11th	38	67.9	14	25.0	4	7.1	56
	3	M	12th	16	59.3	8	29.6	3	11.1	27
Sub-Total	28	All M	All Gr.	173	68.1	47	18.5	34	13.4	254
Unclassified	2	-	--	14	77.8	3	16.7	1	5.6	18
Grand Total	49	M + F	All Gr.	313	70.7	88	19.9	42	9.5	443

[1] Percent of Response determined by Items Tally for each subgroup divided by total of items tally (Items x Student No. for each subgroup--last column).

Percentage total for each subgroup row adds across to 100.0%.

males on attitudes toward school and education, although the differences were small. There was also again a weak gradient of declining agreement (positivity) and increasing disagreement (negativity) in responses as the grade subgroupings for either males or females were ascended from 9th grade toward 12th grade, as had been noted for the first subsection of items. It is interesting to note that with increasing agreement, the percent of students undecided (neither positive nor negative) on these items was halved.

The third subsection of the Student Attitudinal Questionnaire shown in Table 6 dealt with Students' Attitudes Toward the Teaching Staff -- 9 items. Here, the summary tally showed the strongest degree of positivity (70.7%) for all 49 respondents and the lowest disagreement level (19.9%) with only 9.5% undecided.

The breakdown according to sex was for the third time more positively oriented for females than for males (73.7% : 68.1%). There were also more than three times as many males undecided as females (13.4% : 4.1%). The gradient of increasing negativity of response and declining positivity of agreement with increasing grade was clearly evident for males, but not clearly evident for females.

Table 7 lists the strong points, the weak points of the Street Academy, and lists recommendations for improvement as responses to the 3 open-ended items on page 3 of the Student Attitudinal Questionnaire (See Appendix I). The responses according to sex, but not by grade.

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Insert Table 7
(See pp. 24-25)

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Table 7 shows that individualization of assistance and attention led the list of strengths about the Academy for both female and male students, followed by references to help in schoolwork, small classes, effective teaching, and improved self-image. Males emphasized interrelations between students themselves, selection of subjects, sport and entertainment programs and leniency. Females emphasized communications between students and faculty, a pleasant informal environment and stress on

Table 7

OPEN - ENDED STUDENT ATTITUDINAL QUESTIONS ABOUT
BENJAMIN FRANKLIN STREET ACADEMY*

* (Students' Statements Listed in Descending Order of Frequency)

1. STRONG POINTS ABOUT ACADEMY (Females)		2. WEAK POINTS ABOUT ACADEMY (Females)		3. RECOMMENDED TO HELP ACADEMY PROGRAM (Females)	
Freq.		Freq.		Freq.	
20	Individual assistance from teachers and staff beyond requirements.	14	Shortage of space; improve classroom conditions	11	Jobs made available to students.
16	Individual attention - more than regular high school.	10	No science laboratory and library facility.	10	More funds for learning materials, library, better lunches, more classroom space.
15	Helpful in succeeding in schoolwork; also, improving self-image.	5	Insufficient funds to provide materials for more diversified program: such as phys. ed., science, typing, steno.	5	Improve relations among students and staff.
15	Good communications among students and staff.	3	Students lack interest.	3	Larger staff - both teachers and counselors.
10	More effective teaching.	3	Poor attendance.	2	Better teaching methods.
7	Pleasant, informal environment.	3	Insufficient staff (both teachers and counselors) causes ineffectiveness.	2	Interest more people in program.
2	Good programs; variety of subjects.	3	Not enough cultural programs and trips.	1	Shorten school hours.
2	Stress on reading and writing.	2	Too many restrictions - rules and regulations, not enforced.	1	Charge students some fee for course.
2	Small classes.	2	No health system.	1	Special courses - typing, math.
2	Integrated groups	1	Not enough students admitted to program.	1	Better lunches
2	Opportunity for college admission.	1	School day too short.	1	Jobs made available to students.
		1	No employment opportunities while attending school.	1	Cultural and recreational trips.

Table 7 (Continued)

OPEN-ENDED STUDENT ATTITUDINAL QUESTIONS ABOUT BENJAMIN FRANKLIN STREET ACADEMY (Continued)*

* (Students' Statements Listed in Descending Order of Frequency)

1. STRONG POINTS ABOUT ACADEMY (males)		2. WEAK POINTS ABOUT ACADEMY (males)		3. RECOMMENDED TO HELP ACADEMY PROGRAM (males)	
Freq.		Freq.		Freq.	
29	Individual help from staff and teachers (beyond requirements).	18	Lack of good, comfortable learning place; no privacy.	19	More learning materials and more space; more study areas.
20	Smaller classes, more effective teaching.	9	Lack of cooperation among teachers and students.	9	Provide recreational and sports activities.
19	Good selection of subjects; good class programs and groups.	7	Lack of learning materials.	8	More funds to operate Academy (school).
10	Good relations among students.	7	Lack of lunch room; lunches not very good; no variety.	4	More participation among students; classes taught by students; Student Council.
10	Improved self-image.	5	Lack of skilled teachers who are needed.	3	More effective teachers; higher pay for teachers.
3	Good basketball team and entertainment committee; also, guest speakers.	5	Lack of shorter class periods which are needed; and, more students.	3	Stricter educational program; more after-school studies.
2	Integration of staff and students.	2	Lack of more jobs for students while attending school.	2	Provide vocational training program.
2	More leniency than regular high school.	2	No physical education program (sports and equipment).	2	Provide jobs for students after school or during summer time.
2	Tutoring after classes.	2	Not enough recreational periods or after-school programs.	2	Greater variety of lunches.
		2	Too many restrictions.	2	Individual rap sessions with staff.
				2	Greater variety of hot lunches.
				2	More freedom for students.
				1	Greater choice of subjects.
				1	Better relations with Board of Ed.
				1	Certification.

basic skills and integration.

Shortage of learning space and specific learning facilities with basic comforts headed the list of weak parts for females and males. Males emphasized lack of learning materials, lunch room, skilled teachers, shortened class periods and part-time after-school jobs. Females emphasized lack of library and science facilities, insufficient staff, poor interest and attendance by students, lack of cultural and health programs, and too many restrictions (restrictions were at the bottom of the list for males).

Recommendations rated more learning materials and facilities high on the list for both sexes. Females emphasized jobs for students, improved relations among students to staff, and an enlarged staff of teachers and counselors with better teaching methods. Males emphasized provisions for sports and recreations, funding, participation between or among students themselves, with classes taught by students, higher effectiveness among teachers with a more strict education program including after-school studies and vocational training.

Summarizing all of this above data, interesting though it may be, no information was obtained by this evaluation on changes in attitude from the time of entry to the Spring 1973 assessment. All that can be said is that strong positivity of attitude was evidenced toward schooling, education and the teaching staff in late Spring 1973 with some sex and grade differences as noted. In the area of attitudes toward life planning and toward themselves (self-image, etc.) positive and negative attitudes were almost equally balanced. Self-image and feelings toward one's own future appeared as areas of not very hopeful esteem on the part of this student body, especially for the young men.

Because of the inability to carry out this design requirement as originally intended, the criterion of whether the participants formed, maintained or improved positive regard for themselves and the school, is not determined. Hence, Evaluation and Program Objective #4 has not been conclusively assessed.

E. OTHER NARRATIVE INFORMATION
(INCLUDING: SUMMARY, CONCLUSION & RECOMMENDATIONS)

1. Observational and Interview Analysis
(Discrepancy Findings)

Sixteen (16) visits were made by the evaluator to the Street Academy, averaging one per week from early March through June, revealed that all components of the program as described in the Urban Education Program Proposal for 1972-73 and reviewed in the Evaluation Design were found to be in full operation. The several discrepancies or deficiencies were noted only in details within the operation of components, but no component was found absent or wanting.

Three administrative persons at the Academy were interviewed; 5 teachers were interviewed, 4 in a group conference; 4 school neighborhood workers were interviewed in group conference, classes were visited informally in 3 visits, but the student body was polled attitudinally by printed questionnaire; testing in late spring was monitored or observed in action, with the scoring process also observed to have been correctly performed; and students' records were observed frequently and copies of all documents requested were received with maximum possible cooperation on the part of the Academy administrators.

A discrepancy previously noted was the employment of a tax levy per diem substitute in place of the Title I reading specialist, owing to delayed funding. It was ascertained, however, that the substitute licensed teacher had an adequate educational background with a Master's Degree in Educational Psychology, 43 graduate credits, specialization in the psychology of reading, 3 years prior teaching experience in another alternative school and 2 years experience at Benjamin Franklin Street Academy.

Teacher Group Interview. The group interview with 4 teachers showed a young staff of licensed personnel (in their 20's) with a modal value of 2 years of service to the Street Academy (3/4ths), and a modal educational level of a Master's Degree (3/4ths). From limited observational analysis, the best terms that describes the group was hard working, sincere, and dedicated to the purposes of alternative education.

However, the high school classroom for them appears to be an interim employment for these teachers whose longer range goals in every case was expressed to be in higher echelons of education — including educational administration, curriculum development, school psychology and bilingual education in a college faculty. Their principal criticisms centered around the less than adequate learning environment in rented store quarters, the dearth of teaching materials and services available to the Street Academy. Next to that they referred to the difficulty in getting students to attend regularly or to attend to their studies.

School Neighborhood Group Interview. The group interview with four School Neighborhood Workers (or Streetworkers) revealed that they are never referred to by their official title, but only as "counselors" on the project with good reason; all present had prior counselling experience and/or formal college study in guidance or sociology. An important descriptive term for this group was: a long-term commitment to the field of guidance and counselling. One person had 3 years training in education and guidance, two others had 4 years involving rehabilitation and counselling, and one had 8 years combined education and community experience. All of them did some part-time teaching (of usually one class daily), and tutoring as well as guidance work including parental-community contacts with the students. Their principal criticism was their inability to get their colleges to validate their guidance services to the students on this Street Academy project with experience credits toward their college degree programs.

The observed discrepancy about this group was the allocation of 12 S.N.W. positions in the Project Proposal, but the presence of just 7 working with the Street Academy, plus the fact that each "counselor" taught one class and/or tutored in the academy's curriculum.

The specific duties of the "counselors" assigned to work in the Street Academy were described in the words of the academy administration in 1972 as follows:

"1. Counsel students suspected of, or known to be using drugs.

2. Give vocational guidance and counseling to students, and where possible, job placement.

3. Initiate and follow through with college and private school placement when it is felt students are academically and emotionally ready.

4. Instruct students on health and nutrition with an emphasis on sex education.

5. Perform individual and group guidance sessions with students for the dissemination of information pertinent to their academic achievement and development.

6. Make referrals to appropriate agencies (e.g., Phoenix House, Department of Social Services).

7. Perform follow-up activities on students who leave the Academy.

8. Recommend, initiate, and follow through on those students returned to Benjamin Franklin High School.

9. Make regular home visits."

The administrators' roles have been earlier mentioned under "Street Academy Staff," p. 2 this report, and visualized in the three positions of Director, Teacher-Coordinator and Administrative Assistant under public and private funding sources, see Figure 1, p. 3. Each was interviewed in separate visits. They provided the eight (8) basic forms in current use which better help explain the functioning of the Street Academy as alternative education in the processes of student selection and placement; periodic evaluation and guidance; and, referral to other agencies for further education and training or health services. (See Appendices A - through - H).

2. Summary of the 6th Year at Benjamin Franklin Street Academy

Introduction. Having completed its sixth consecutive year since Fall 1967, Benjamin Franklin Street Academy continues as a viable alternative to the conventional high school program for potential dropouts from Benjamin Franklin High School in East Harlem under Title I funding ($144,507 for School Year 1972-73) and Urban League support for housing and overhead, some administration and one teacher. The Street Academy continues its location in rented, renovated storefront accomodations, rendering it essentially independent of the parent high school. However, the high school grants matriculated students their diplomas.

The delayed evaluation was begun in March 1973. Therefore, some design objectives were modified.

Population Served. The program has served 87 students for a full academic year and 52 students for a half year, starting in February for a total of 139, based upon standardized pre-testing. Post-testing yielded only 22 students measured on a full year's growth and 11 for the half-year for a total of 33 with many absentees. Economically and educationally disadvantaged students with poor academic records, high absence, truancy, and poor school adjustment are recommended by counselling staff or by self-referral.

The Program. Five course tracks dependent upon level of advancement or remediation featured an academic program of English, Reading, Writing, Mathematics, Spanish, History, Contemporary Issues, Chemistry, Psychology, Elective Music and Elective Video with much time for auxiliary individual and small group tutoring in a 5-day, 9:00 A. M. to 4:00 P. M., two terms per school year scheduling. A student : teacher ratio of 15 : 1 was approximated.

Staff Activities. Four teachers taught the academic program emphasizing communication skills under tax levy funding, and a fifth teacher under Urban League funding for the math program. The Title I remedial reading position was filled by a tax levy substitute owing to delayed funding.

Three administrative persons: a Director, a Teacher-Coordinator (tax levy) and an Administrative Assistant (Urban League) provided management and maintained student records, assisted by a School Secretary.

Seven (7) of 12 budgeted School Neighborhood Workers (Streetworkers) provided part-time counselling services to students with their personal problems relating to community services and home visitation, and also performed teaching functions (usually 1-period daily) and extensive tutoring and in-school guidance.

Program and Evaluation Objectives.

1. Student-participants were to demonstrate statistically significant gains in reading as measured by pre-post-test of the Stanford Achievement (Advanced Battery) analyzed by means of correlated t-test.

2. Students were to earn a statistically significantly greater number of credits toward graduation as compared to their previous year in regular high school by analysis of permenent records in a 2-year longitudinal study analyzed by means of a correlated t-test.

3. Student-participants were to show statistically significant improvement in attendance during the program year as compared to their previous year in regular high school by means of correlated t-test analysis of permanent records, student-by-student in a 2-year longitudinal study.

4. Students were to show increased positivity in attitude toward school and themselves as determined by attitudinal student questionnaire given in a single late Spring 1973 administration.

5. Implementation of all program components was determined by observational analysis, including visits to classes, monitoring of standardized testing and scoring, and interviews including group interviews with teachers and with School Neighborhood Worders. The extent of any discrepancies from the intent of the Program Proposal was noted.

Findings, Keyed to Objectives.

Objective #1. The criterion of statistical significance on the Stanford Achievement Test in reading gains was shown only for those in the full year program. However, the gain was only 0.4 of a year grade equivalent instead of 0.8. Students could have been expected to have been reading at 8th grade level by gaining 0.1 for each month in the program.

Objective #1 was not achieved at the level to be expected. Note that by Historical Regression Method (Rhode Island Formula), significance was not achieved, since the predicted post-test score exceeded the actual by 0.2 and the t-test value was a negative figure.

The Stanford Achievement Test Battery showed no significance for gains made in mathematics or in social studies. In science, the gain was significant, but represented only 0.7 of a year's growth. By Historical Regression Method, this significance was wiped out.

Objective #2. Nearly twice as many credits were earned in the Street Academy year as at regular high school. The t-test was highly significant at the 1% probability level. Hence, the criterion of Objective #2 was fully achieved. The average credits earned was 4.7 compared to 2.5 the year before. Still with students registering for 4 to 6 major credits per term, the failure or incomplete rate was higher than desired by the administration and the program.

Objective #3. Attendance improvement by 15.4% absence reduction in the Street Academy year over that in regular high school was statistically highly significant by correlated t-test at the 1% probability level (99% level of confidence). Hence, the criterion of Objective #3 has been fully met. Again, it can be said that an average absence of 58.2 days per enrollee (however much it is an improvement) represents an attendance level inadequate to maximize academic achievement and is apparently correlated with:

1) modest (or insignificant) standardized achievement gains in reading and other subjects; and,

2) an insufficient number of credits earned to insure "normal" progress toward graduation with a high school diploma.

Objective #4. The design was modified to using the Teaching & Learning Research Corporation's Student Attitudinal Questionnaire in prior use without re-designing a new instrument, and without any Fall 1972 pre-test. Self-image and Future Life Planning rated as much in the disagreement or negative attitude column as for positive agreement. Positive Attitude Toward School and Education outranked negative attitude by 2 : 1, and positive Attitude Toward Staff evoked positive responses of agreement 3½ times as frequently as negative or disagreement responses. On open-ended items, students found the individualized attention the strongest point in the Street Academy, limited space and materials for learning as weakest point, and their main recommendation was for its alleviation.

Because the original design requirement could not be executed, success in attaining the criterion for Objective #4 has not been determined. It has not been determined in any way, shape or form whether participants either formed, maintained or improved in degree of positive regard for themselves, the school or education.

Implementation Objective #5. The project implementation portion of the evaluation revealed no missing program components. The Title I remedial reading teacher was not on staff at any time during the program year, but other discrepancies were minor or qualitative rather than substantive. The teaching staff consisted of licensed Board of Education teachers from Benjamin Franklin High School. School Neighborhood Workers (Streetworkers or "counselors") were persons, most of whom had or were in some form of training for guidance and counselling careers. Education was a long-term career for this staff, but not in the classroom.

3. Statement of Conclusion

Evaluation Objective No. 1 for reading was not achieved; Evaluation Objectives Nos. 2 and 3 for credits earned toward graduation and for improvement in attendance were achieved.

The introduction referred to the project as a "viable" alternative to the conventional high school program. However, only some of the criteria of the first three Evaluation Objectives was met, and for the fourth Evaluation Objective there was insufficient data. This suggests partial support in the form of some hard data for the "viability" of the program.

4. Recommendations

1. In view of the above, the first recommendation is that the project as a viable alternative to the conventional high school program to educationally disadvantaged students having the characteristics earlier described, be recycled for a seventh year, 1973-74.

2. Following through from student comments on the attitudinal questionnaire, it is recommended that funds be allocated to upgrade the space and facilities of the learning environment, possibly in a better storefront location. Along with this additional and updated learning materials are needed beyond those scrounged from the parent high school. Reimbursable Purchase Orders should allow for delivery before the end of the year so that variables anticipated for learning improvement are under control of program personnel during the funded period. As a guideline, 12-15% of funded allocations should be made for texts, laboratory and other instructional materials.

3. There is a critical need to re-examine the motivational factors which allow so many enrollees to maintain a two and one-half months average absence rate or to drop out. An incentive point system related to mandatory attendance may be needed so that students can attend enough sessions to greatly increase their chances for credits earned toward the diploma and graduation. Increased motivation may also be brought about by assigning every student to a School

Neighborhood Worker (streetworker) who also spends some time tutoring each student under the newly required State Education Department guideline of 51% : 49% :: instructional activities : streetwork time distribution.

4. On data analysis of testing when completed, abandon use of the Historical Regression Formula as based upon assumptions not useful for this type of potential dropout population with a history of little or no yearly growth in academic areas featured as normal expectation for a continuously in-school population with little or no truancy. Instead, it is recommended to return to straight pre/post test correlation analysis.

5. Maintain a student : faculty ratio of 15 : 1 so that:

a) classes will remain small enough to provide adequate individualized instruction and guidance;

b) allow diversification of subject-matter among some staff thereby increasing the subject offerings of the Academy; a n d

c) maintain one full-time teacher as a reading specialist with experience in Diagnostic Testing and knowledge of how to prescribe individualized work for the students so diagnosed. He/She should be sensitive to the sociological background of the student body in the ghetto.

6. It is finally recommended that early enough funding allow approval of the evaluation person or agency so that:

a) the attitudinal survey can be given both as pre- and post-measure to assess changes or improvement in attitudes of the student body;

b) Title I funded position(s) can be filled in early fall without recourse to substitute personnel; a n d

c) the evaluation can be started immediately in the fall term. This will also assist the Final Evaluation Report to be completed more nearly on schedule.

* * *

LIST OF APPENDICES

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Appendix A

BENJAMIN FRANKLIN - F. N. C. B. STREET ACADEMY

C O N T A C T F O R M [1]

Name of Worker: _____ Date: _____

Name of Student: _____

Type of Contact: Phone _____ Home visit _____ Street contact _____

Office visit _____ Correspondence _____

Person Contacted: _____ From: _____

Purpose of Contact: _____

_____

_____

_____

_____

Result of Contact:

---

[1] Form in use represents Community Organization contact.
Is used by School Neighborhood Workers (Streetworkers) for initial contact with potential enrollees.

Appendix B

PERSONAL DATA SHEET [1]
STREET ACADEMY OF NEW YORK

Name _____
(Last) (First) (Middle)

Permanent Address _____
(Street) (City) (State) (Zip)

Mailing Address _____
(If same as above, write SAME)

Telephone _____ Marital Status _____ Single
(Area Code) (Number) _____ Married
_____ Separated

Children _____ Yes _____ Number

Soc. Sec. _____ ___ _____
Birthdate _____
Sex: Male _____ Female _____

Father's Name _____ Mother's Name _____

Address _____ Address _____

Occupation _____ Occupation _____

SCHOOL BACKGROUND

Junior High School _____ _____ Grad.
_____ Withdrew
Address _____ _____ Discharged

High School _____ _____ Grad.
_____ Withdrew
Address _____ _____ Discharged

Educational Objective _____ High School Completion
_____ College

Career Objective _____

Draft Status _____

Who referred you to S.A.? _____

Date _____ Signature _____

[1] Following contact, to be completed by every prospective enrollee prior to admission into the Street Academy

Appendix C

TEACHERS STUDENT REPORT [1]

Students Name _____

Section _____

Streetworker _____

Date Admitted _____

Teacher _____

Attendance Present _____ Absent _____

Teacher's Comments:

[1] Special Confidential Report Form. Used only where necessary and appropriate. Applicable to special disciplinary cases; for referral to other agencies; or, for referral to special health care for medical problems such as drug abuse.

Appendix D

TEACHER'S EVALUATION FORM
STUDENT EVALUATION - PROGRESS PERIOD [1]

Name_____ Sect._____ Progress Per._____ Dates_____
Total Class Days_____
Subject_____ Teacher_____ Number Days Present_____ Grade____

Work Habits and Productivity

Attitudes and Attendance

Recommendations (Specific)

Total Class Days_____
Subject_____ Teacher_____ Number Days Present_____ Grade____

Work Habits and Productivity

Attitudes and Attendance

Recommendations (Specific)

Total Class Days_____
Subject_____ Teacher_____ Number Days Present_____ Grade____

Work Habits and Productivity

Attitudes and Attendance

Recommendations (Specific)

Total Class Days_____
Subject_____ Teacher_____ Number Days Present_____ Grade____

Work Habits and Productivity

Attitudes and Attendance

Recommendations (Specific)

Total Class Days_____
Subject_____ Teacher_____ Number Days Present_____ Grade____

Work Habits and Productivity

Attitudes and Attendance

Recommendations (Specific)

---

[1] Clipped to Appendix E -- See next Page.
Must circulate through faculty and one section be filled out by each teacher once at end of each term (January, June).
There follows a full staff conference among teachers, streetworkers and admin. to decide whether each student goes on to next term in Street Academy, is returned to regular H.S., is referred to community agencies, or is turned out into the world of work or higher education and training.

Appendix E

COUNSELOR'S EVALUATION OF STUDENT [1]

Student_____ Progress Period_____ Date_____

Number of days in progress period_____
Number of days present _____
Number of days late _____

Rate student by putting an X in the appropriated place on scale. Add comments below.

Attitude Towards Street Academy Generally:

not serious — average — extremely serious

1 - - - - - - - 2 - - - - 3 - - - - - - - - 4 - - - - - - - - - 5

Comments:_____

_____

Attitude Towards Teachers:

very negative — very positive

1 2 3 4 5

Comments:_____

_____

Attitude Towards Academic Studies:

extremely negative — extremely positive

1 2 3 4 5

Comments:_____

_____

Peer Group Adjustment:

very poorly adjusted — very well adjusted

1 2 3 4 5

Comments:_____

_____

Responsibility:

very irresponsible — very responsible

1 2 3 4 5

Comments:_____

_____

Students' Vocational Goals:

poorly formed — well formed

1 2 3 4 5

Comments:_____

_____

[1] Clipped to Appendix D -- See Last Page.
Must circulate among school Neighborhood Worker (Streetworker) staff once at end of each term.
Then becomes part of full staff conference referred to in Footnotes "1", bottom of Appendix D.

Parents' or Guardian Attitude:

negative very supportive

1 2 3 4 5

Comments: _____

_____

Appendix E Page 2

COUNSELOR'S EVALUATION OF STUDENT

Student _____ Progress Period _____ Date _____

1. Needs for supportive services (health, legal, welfare, etc.) Be specific.

2. Has student brought up any specific problems or needs?

3. Should student be given any specific tests (PSAT, SAT, GED, etc.)?

4. Have any important changes (positive or negative) taken place since the last evaluation?

Appendix F

STUDENT FOLLOW-UP SHEET [1]

NAME: _____ Date of Birth _____

ADDRESS: _____ APT.# _____

_____ TELEPHONE#: _____
City State Zip Code

Enrollment Date: _____ Withdrawal Date: _____

Length of Time At Academy _____ Counselor: _____

(Please specify no. of school days excluding summer program) Section: _____

Reason for Withdrawal - (Please check one and Explain)

_____1. Transfer to another public school or agency
Agency/School: _____
Address: _____
Enrollment Date: _____
Contact Person: _____ Nature of Program _____
_____(other than High School)

_____2. Employed
Name of Employer: _____

Address: _____

Date of Employment: _____
Job Reference Requested: Yes _____ No _____

_____3. Suspension or Explusion

Date: _____ Length of Suspension/Explusion _____

Reason: _____

Referral, If Any: _____

_____4. Pregnancy

Does student wish to return: Yes _____ No _____
If yes, expected date of return: _____
GED Preparation: Yes _____ No _____
Referral, if any: _____

---

[1] Used to follow up on each student case, following full staff conference referred to in Footnotes to Appendix D.
Is clipped to Appendices D & E at later date and forms part of a student's folder.

Appendix F (Page 2)

STUDENT FOLLOW-UP SHEET

_____5. Military Services

Drafted_____ Date_____
Volunteered_____ Date_____
Classification_____
Draft Board_____
Address_____

_____6. College or Private School Placement

Prep School or College_____
Address_____
Date of Enrollment_____
Contact Person_____
Nature of Placement: ABC_____
Scholarship (Please specify)_____
College Adapter_____
Self Supported_____
Student Loan _____

_____7. OTHER (Please Explain, eg. jail, illness)_____
_____

_____8. Whereabouts Unknown (If possible, please explain_____
_____

Counselor:_____

Date:_____

Appendix G

COUNSELOR'S STUDENT REPORT [1]

Students Name _____

GROUP [2] _____

Counselor [3] _____

Days Absent [4] _____ Days Late _____

Date: _____

Counselor's Comments: [5]

---

[1] These reports are completed twice monthly during 1st semester and once weekly during second semester by each student's assigned "counselor."

[2] Group = Students academically placed Level I - thru - V, based upon testing.

[3] Counselor = School Neighborhood Worker (Official Title) = Streetworker.

[4] Attendance record summated per every two - weeks period.

[5] "Guidance Committee" Meetings are held among the Streetworkers and administrators weekly to deal with special student problems. (See also Appendix H, next page).

Appendix H

ATTENDANCE AND CUTTING SHEET [1]

B.F.S.A. Program 1973

Attendance and Cutting Report

Course_____ Section _____ Week Beginning:_____

Students	M	T	W	T	F	Absence To Date

_____
Instructor's Signature

_____
Date Submitted

[1] Every teacher adds to this circulating form daily to trace cutting students from particular classes, performed on a weekly basis, before it becomes a pattern. The "Guidance Committee" Meeting, referred to in Footnote 5, Appendix G, last page then reviews these daily sheets as a streetworker & administrator's function, weekly.

Appendix I

BER/TLRC 4-73

BENJAMIN FRANKLIN STREET ACADEMY
STUDENT QUESTIONNAIRE [1]

True T	False F	Don't Know ?	
			Attitude Toward Future Life
___	___	___	1. Times are getting better.
___	___	___	2. Most people can be trusted.
___	___	___	3. A person can plan his future so that everything will come out all right in the long run.
___	___	___	4. No one cares much what happens to you.
___	___	___	5. The future looks very dark.
___	___	___	6. It is difficult to think clearly these days.
___	___	___	7. It does not take long to get over feeling gloomy.
___	___	___	8. The young man of today can expect much of the future.
___	___	___	9. It is great to be living in these exciting times.
___	___	___	10. Life is just one worry after another.
___	___	___	11. There is really no point in living.
___	___	___	12. Most people just pretend that they like you.
___	___	___	13. The future is too uncertain for a person to plan on marrying.
___	___	___	14. Life is just a series of disappointments.
___	___	___	15. It is hard to do your best when people are watching you.
___	___	___	16. So many people do things well that it is easy to become discouraged.
___	___	___	17. Answering these questions is a good way to let the school staff members know what the students think.
___	___	___	18. I think some good may come out of answering questions like these.
			Attitude Toward School & Education
___	___	___	19. High schools are too impractical.
___	___	___	20. This school is much more practical than most other high schools.
___	___	___	21. A man can learn more by working than by going to a school like this one.
___	___	___	22. A good education is a great comfort to a man out of work.
___	___	___	23. Education is of no help in getting a job today.
___	___	___	24. Going to this school is worth all the time and effort it requires.
___	___	___	25. The school I go to encourages a person to think for himself.
___	___	___	26. The training I get at my school is of little help in meeting the problems of real life.
___	___	___	27. A man would be foolish to keep going to my school if he could get a job.
___	___	___	28. Education is more valuable than most people think.
___	___	___	29. A high school education makes a man a better citizen.
___	___	___	30. They should do a better job of managing at my school.

[1] See Eval. Obj. #4 and Table 6.

(Continued on Page 2)---

B. F. STREET ACADEMY -- STUDENT QUESTIONNAIRE

True	False	Don't Know	
T	F	?	
			Attitude Toward School & Education (Cont'd.)
___	___	___	31. The people I go to school with help each other out when someone falls behind or gets in a tight spot.
___	___	___	32. They encourage us to make suggestions for improvements at my school.
___	___	___	33. Changes are made here with little regard for the welfare of the students.
___	___	___	34. The longer you go to this school, the more you feel you belong.
___	___	___	35. I have a great deal of interest in this school and in its future.
___	___	___	36. I have little chance to use my abilities in this school.
___	___	___	37. They expect too much work from us at my school.
___	___	___	38. The people at school get along well together.
___	___	___	39. I have confidence in the fairness and honesty of the teachers.
___	___	___	40. My teachers have always been fair with me at my school.
___	___	___	41. The teachers here are really interested in the welfare of the students.
___	___	___	42. I really feel that I am a part of this school.
___	___	___	43. I can learn a great deal at my school.
___	___	___	44. Some of the conditions at my school are annoying.
			Attitude Toward Teaching Staff
___	___	___	45. The teachers are doing their best to make the conditions good for students at my school.
___	___	___	46. My teachers are too interested in their own success to care about the needs of the students.
___	___	___	47. My teachers are always breathing down our necks; they watch us too closely.
___	___	___	48. My teachers give us credit and praise for work well done.
___	___	___	49. The teachers are really trying to build the school and make it successful.
___	___	___	50. My teachers have always been fair in their dealings with me.
___	___	___	51. Most of the teachers and the higher-ups are friendly towards me.
___	___	___	52. My teachers let me know exactly what is expected of me.
___	___	___	53. My teachers really try to get the students' ideas about things.

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Ten (10) items of the 53 used appeared in Appendix B of the Final Report of the Evaluation of the 1971-72 Benjamin Franklin-Urban League Street Academy.

BER/TLRC 4-73

App. I
Page 3

B. F. STREET ACADEMY
STUDENT INTERVIEW SCHEDULE

We would greatly appreciate your opinions on the major strengths and weaknesses of the Street Academy, as well as your recommendations. Your name or position will not be reported. All information from Academy personnel will be grouped. Thank you for your cooperation.

1. Please briefly list what you think are 5 or 6 strong points about the Academy. Please be specific.
   a) _____
   _____
   b) _____
   _____
   c) _____
   _____
   d) _____
   _____
   e) _____
   _____

2. Please briefly list what you think are the weakest points about the Academy. Please be specific.
   a) _____
   _____
   b) _____
   _____
   c) _____
   _____
   d) _____
   _____
   e) _____
   _____

3. Please briefly recommend what you think would help the Academy program.
   a) _____
   _____
   b) _____
   _____
   c) _____
   _____
   d) _____
   _____
   e) _____
   _____ ***